

## HOW DOES AN INTROVERTED PERSONALITY AFFECT STUDENTS' WRITING ABILITIES

Suardi sahid<sup>1</sup>, Mini Enggelina Papua Putri Dasra<sup>2</sup>, Ruslan Hasyim<sup>3</sup>

<sup>1,2</sup> State University of Papua, Gunung Salju St, Manokwari West Papua

<sup>3</sup> Muhammadiyah University of Sorong

Author Correspondence. E-mail: [suardisahidadi@gmail.com](mailto:suardisahidadi@gmail.com), Tlp: +6285341664997

### Abstract

Personality is considered as one of the internal factors that has an impact on students' ability to learn languages. This research explores the impact of personality type on their English writing abilities, with a focus on Introverts. The test aims for objectivity, clarity, and precision, with formal notes and adherence to conventional academic structures and grammatical rules. Qualitative descriptive were used in this research. The sample for this research was students of the Seventh Semester English Language Education Writing Class of 2022/2023 at the University of Papua. The instruments used to collect data were the MBTI (Myers-Briggs Type Indicator) Test and Interview. Researchers use purposive sampling where the sample to be interviewed must have a high percentage of introverts. To find out, researchers distributed the MBTI test link to 20 samples of the 20 samples who took the MBTI test, there were 9 samples who were classified as introverts. Furthermore, from the 9 samples, the researcher chose 4 samples to be interviewed. The results of this research reveal that every student who has an introverted personality does not necessarily have good writing skills, but the habits of students who have an introverted personality such as reading non-fiction or fiction books and writing stories about everyday life can help the students to improve their writing skills

**Keywords:** Writing skill, Introverted, EFL students

### Abstrak

*Kepribadian dianggap sebagai salah satu faktor internal yang berdampak pada kemampuan siswa dalam belajar bahasa. Penelitian ini mengeksplorasi dampak tipe kepribadian terhadap kemampuan menulis bahasa Inggris mereka, dengan fokus pada Introvert. Tes ini bertujuan untuk objektivitas, kejelasan, dan presisi, dengan catatan formal dan kepatuhan terhadap struktur akademik konvensional dan aturan tata bahasa. Deskriptif kualitatif digunakan dalam penelitian ini. Sampel penelitian ini adalah mahasiswa Kelas Menulis Pendidikan Bahasa Inggris Semester VII Tahun Pelajaran 2022/2023 Universitas Papua. Instrumen yang digunakan untuk mengumpulkan data adalah Tes MBTI (Myers-Briggs Type Indicator) dan Wawancara. Peneliti menggunakan purposive sampling dimana sampel yang akan diwawancarai harus memiliki persentase introvert yang tinggi. Untuk mengetahuinya, peneliti membagikan link tes MBTI kepada 20 sampel. Dari 20 sampel yang mengikuti tes MBTI, terdapat 9 sampel yang tergolong introvert. selanjutnya dari 9 sampel tersebut peneliti memilih 4 sampel untuk diwawancarai. Hasil penelitian ini mengungkapkan bahwa setiap siswa yang memiliki kepribadian introvert belum tentu memiliki kemampuan menulis yang baik, namun kebiasaan siswa yang memiliki kepribadian introvert seperti membaca buku nonfiksi atau fiksi, menulis cerita tentang kehidupan sehari-hari dapat membantu siswa tersebut untuk meningkatkan kemampuan menulisnya.*

**Kata Kunci:** Keterampilan Menulis, Introverted, Siswa EFL

## 1. Introduction

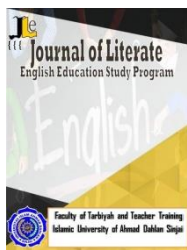
Writing is an activity where student's express ideas and share the idea on a piece of paper. In this era of globalization, writing skills are used as a medium of communication. As English students, writing is one of the skills that must be mastered. However, in real situation many English students assume that writing is a skill that is difficult to master. Thus, most of them tend reluctant to learn writing skills and also that situation makes them stressed Rezaee (2023) discovered no major contrast in the grammatical abilities of introverted and extroverted students in Iran. However, this research demonstrated that certain EFL tutors and learners in Iran hold the belief that introverted individuals may fare better in intellectual activities, such as grammar, than extroverts who do not necessitate verbal performance and interaction. The aim of this study is to evaluate the legitimacy of this assertion in grammar learning. Basically, writing skills are brain activities that require memory, accuracy and the ability to arrange words. Furthermore, while doing writing activities, the students' outcomes certainly vary.

Deporter & Heracki (2002), state that, writing is one of the brain activities that requires accuracy, memory and the ability to compose words according to language rules. In addition, Eysenck & Eysenck (1985) while extrovert students writing it is quite possible that extrovert students have different outcome from introvert students this is because extrovert students are faster in writing but less elaborate whereas introvert students are slower in writing but they are more thorough in doing cognitive tasks such as writing. In addition, Dörnyei (2005) explains that between extroverts and introverts both have positive features depending on the specific description asked in the task given. He states that in L1 and L2 extroverts are more fluent especially in formal situations, while introverts are more interested in activities such as reading, writing and drawing than in activities that do not require them to do outdoor activities. Based on the statement above, the student's personality has an effect on their writing outcomes.

Sutrisno & Rahmat (2018:95) mention that there is an interaction effect between learning technique and their personality where they found that students with introvert personality has higher writing skill than students with extrovert personality. The statement inline with the research result from Sahid (2018) stated that Students Personality affected students behavior in learning. While, Kafryawan (2020:94) indicates that extrovert and introvert personality have medium correlation that related with their writing skills. Qanwal & Ghani (2019:107) revealed that the introverts are better learners rather than the extrovert while learn writing skills. They also found that a positive relationship that exists between introverts' personality trait and proficiency in ESL writing skills. Zaswita & Ihsan (2020:76) while learning language students have different personalities, some students become extrovert and some become introvert. These personalities have impact on students' ability when mastering English especially writing skill. They study shown a significant impact of personality types on students writing skills. (Pritchard, 2014:89) found that the extrovert students like to talking in order to get new information and idea, work in groups, try something and think later. Meanwhile, the introvert students prefer to listening and think about the information in private, like to do self-study, think about something and try it later.

Basically, each person has various characteristics which these differences are due to the varying personalities of people. According to Haradast and Baradan (2013:229), state that, Personality symbolizes the implicit interrelations among noticeable behaviors, internal depositions and preferences to act.

Every individual is different, not only physically but also personally. This is what makes humans unique, one of those personalities is Introvert. Introvert is the personality of someone who tends to be quiet, aloof and prefers to do something in the room without interacting with many people. Laney (2002) states that, an introvert has high dopamine levels. Thus, they don't need much interaction to relax them without stress or depression. Meanwhile, Brown (2000) Introversion is the extent to which a



person can derive a sense of wholeness and fulfill on their own way without reflection of themselves from other people. In other hand, Richards and Schmidt (2002) an introvert prefers to avoid social contact with other people, they also dive onto his/her imagination, feelings, thoughts and experiences.

this research focused on the existing personalities, namely introverts. In general, introverts have difficulty socializing. So, they often use writing as a medium to express their ideas. In addition, most introverted students like to spend their time reading. By reading it is likely to have a wider vocabulary than extrovert. Several previous studies focused on the different outcomes between extroverts and introverts and some discussed the impact of personality on students' writing abilities. In this study, researchers focused on introverted students to ensure the effect of students' introverted personality on their writing skills.

## 2. Method

This research uses qualitative Descriptive methods, researchers use two instruments. Namely MBTI Test and Interview. MBTI (Myers-Briggs Type Indicator) is a personality test which is one of the most popular personality tests among individual personality observers. The MBTI was developed by Briggs' daughters, Katharine & Isabel Myers (1975). The sample for this research was students of the Seventh Semester English Language Education Writing Class of 2022/2023 at the University of Papua. The instruments used to collect data were the MBTI (Myers-Briggs Type Indicator) Test and Interview. Researchers use purposive sampling where the sample to be interviewed must have a high percentage of introverts. To find out, researchers distributed the MBTI test link to 20 samples. Of the 20 samples who took the MBTI test, there were 9 samples who were classified as introverts. furthermore, from the 9 samples, the researcher chose 4 samples to be interviewed.

## 3. Results

In this section, the researcher showed the result based on the MBTI test of the students and the interviewed from 4 out of 20 samples. This can be seen from the respondents' answers below:

No	Sample	Types of MBTI	Percentage Introvert/Extrovert
1.	S1	ENFJ-A	71% Extrovert
2.	S2	ISFP-A	75% Introvert
3.	S3	ENFJ-T	54% Extrovert
4.	S4	INFP-T	86% Introvert
5.	S5	ESFP-T	65% Extrovert
6.	S6	ESTJ-A	83% Extrovert
7.	S7	ENFJ-A	75% Extrovert
8.	S8	ESFP-T	63% Extrovert
9.	S9	ISFP-T	83% Introvert
10.	S10	ENFP-T	75% Extrovert
11.	S11	INFP-T	51% Introvert
12.	S12	INFP-T	56% Introvert
13.	S13	INTP-A	67% Introvert
14.	S14	ENFT-T	82% Extrovert
15.	S15	ISFP-T	54% Introvert
16.	S16	ESFJ-T	58% Extrovert
17.	S17	ISFJ-A	71% Introvert
18.	S18	ESFJ-A	65% Extrovert
19.	S19	ENTJ-A	85% Extrovert
20.	S20	INFJ-A	51% Introvert

**Table 1. Student MBTI test**

Table 1 shows that the MBTI test results of the students have a wide variety of personalities. In this table, researchers have not yet separated extroverted and introverted personalities. Based on the table, the highest percentage of extroverts is sample (S19) with MBTI type is ENTJ (85%) out of 20 samples. While the lowest percentage of extroverts is sample 3 (S3) ENFJ with a percentage (54%). There were 9 samples classified as introverts and 11 other samples classified as extroverts.

No	Sample	Types of MBTI	Introvert Percentage
1.	S4	INFP-T	86% Introvert
2.	S9	ISFP-T	83% Introvert
3.	S2	ISFP-A	75% Introvert
4.	S17	ISFJ-A	71% Introvert
5.	S13	INTP-A	67% Introvert
6.	S12	INFP-T	56% Introvert
7.	S15	ISFP-T	54% Introvert
8.	S11	INFP-T	51% Introvert
9.	S20	INFJ-A	51% Introvert

**Table 2. the introvert based on MBTI test**

From these 9 samples, the researchers only take 4 samples with the highest percentage of introverts. It can be seen that the students who have the highest introverted presentation is Sample 4 (S4) with a percentage of introverts 86% and the lowest is Sample 20 (S20) with a percentage of introverts 51%.

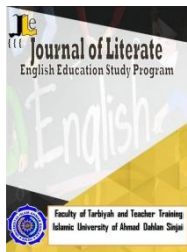
No	Sample	Types of MBTI	Introvert Percentage
1.	S4	INFP-T	86% Introvert
2.	S9	ISFP-T	83% Introvert
3.	S2	ISFP-A	75% Introvert
4.	S17	ISFJ-A	71% Introvert

**Table 3. the highest Introverted Percentage**

The result of this table was the final sample that were interviewed. These 4 samples have the highest percentage, although sample 2 and sample 17 are very similar but have some distinction. The letters T and A and the end of the types MBTI were Turbulent (T) and Assertive (A). T and A are opposite personality traits. Turbulent (T) is a person who is more anxious, perfectionist and has self-conscious. While, an Assertive is the person who is more calm, laid back and has more confidence. So, even the MBTI is the same type, but the personality inventory is different.

#### 4. Discussions

In this part, researchers explained about the result of the MBTI test and interview. Based on the MBTI test, there are 4 samples who get interviews. Based on the first question (Q1), *do you prefer reading or writing?* 2 out of 4 samples have the same opinion that they prefer reading rather than writing. S2 and S9 prefer to write, they mention that *"reading a book, especially fiction, is not boring and not wasting their energy"*. Meanwhile, S4 and S17 like both reading and writing. S17 mentions that *"I like reading and writing because both of them are related to each other. If I read a lot of books, it can help to have topics, ideas, references and overview while writing"*. On the other hand, S4 mentions that *"I like writing because I can write things that I can't express while reading. I like to read fiction"*



*books because it's more interesting*". Same line with Dörnyei (2005) explains that introverts are more interested in activities such as reading, writing, and drawing compared to activities that do not require them to be outdoors. Therefore, they spend a lot of time reading. Reading can make them have a large vocabulary and broaden their insight. They also have the habit of writing everything down in detail. With these habits, you can dream of having a good memory. Although not all introverts feel comfortable writing, some of their habits are very helpful in writing, they just need to be trained to have better writing skills.

The results also show that not all introverts agree that their personality can improve their writing skills. However, the habits of the introverts in this study have some similarities in that they like to read and write things in detail when writing. In addition, there are several statements made by other researchers that are consistent with the findings of this study. Brown (2000) states that an introvert is a person who can gain a sense of wholeness and fulfill it in their own way. The evidence for this statement is based on the answers of the respondents who strongly stated that they liked reading as a way to fulfill their sense of wholeness. After asking the first question to the respondents, all of whom like to read, one respondent said that he likes to read because it doesn't waste his energy. Without wasted energy, they can feel wholeness, and reading is their way of fulfilling it.

Then for question number 2 (Q2) *do you like to write stories, and if so, what topics do you often use?* They have the same opinion about this question. They mention that *"they like to write about themselves, write a fiction story and about anything that happens around them"*.

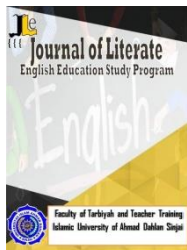
(Q3) *how do you feel when you write?* S2 mentions that *"I feel happy when I write because I can write down my feelings"*, while S4 feels relaxed when she writes because she can express everything that she can't talk about, such as when she is angry, sad, or happy. Furthermore, S9 and S17 have the same opinion as S4 and S2.

Based on the result of Q2 and Q3, researcher agree with Laney (2002) states that an introvert has high levels of dopamine. Therefore, they do not need much interaction to relax without stress or depression. Researchers agree with this statement. This makes it very clear why introverted students don't like crowded places and prefer to spend their time reading or writing about their feelings. According to Richards and Schmidt (2002), introverts prefer to avoid social contact with other people, they also delve into their imagination, feelings, thoughts and experiences.

(Q4) *Do you prefer to write in detail or briefly?* For the last question, 3 of them have the same opinion where they prefer to write with the detailed explanation, they are sample 4, sample 9, and sample 17. But one of them prefers to write in a short way. The results of this study prove that there are no specific affect introverts, but introverted personalities have habits that can help them improve their writing skills as discussed in the results above.

## 5. Conclusions

Based on the results and discussion above, this paper reports that there is no specific influence between students' introverted personalities and their writing skills. However, students with introverted personalities tend to have good writing skills because of their habits. Thus, it can be concluded that every student who has an introverted personality does not necessarily have good writing skills, but the habits of students who have an introverted personality such as reading non-fiction or fiction books, writing stories about everyday life can help students to improve their writing skills. By reading a lot, students have a wider vocabulary and can use it when writing. In addition, by frequently expressing their thoughts through writing, students will find it easier to determine the flow of their writing. It can be concluded that every student who has an introverted personality does not necessarily have good writing.



## References

- Brown, H. D. (2000). *Principles of language learning and teaching* (4th ed.). New York: Pearson Education.
- De Porter, Bobbi & Hernacki, Mike. 2002. *Membiasakan Belajar Nyaman dan Menyenangkan*. Jakarta: Kaifa
- Dornyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Mahwar, NJ: Lawrence Erlbaum.
- Eysenck, H.J. and Eysenck, M.W. (1985) *Personality and Individual Differences: A Natural Science Approach*. Plenum, New York. <http://dx.doi.org/10.1007/978-1-4613-2413-3>
- Haradast, P. N., & Baradan, A. (2013). The comparative effect of top-down processing and bottom up processing through TBLT on extrovert and introvert EFL learners' reading comprehension. *International Journal of Applied Linguistics and English Literature*, 229-240.
- Kafryawan, W. (2020). The Influence of Extroversion Personality towards EFL Learners' Writing Skills. *The journal of Ultimate Research and Trends in Education*, Vol. 2, No. 3, 94 - 100.
- Katharine and Isabel Myers (1975). "MBTI® history and tributes to Isabel Briggs Myers and Mary McCauley". *becomewhoyouare.net*. Archived from the original on 20 January 2017. Retrieved 2 December 2014.
- Laney, M. O. (2002). *The introvert advantage: How to thrive in an extrovert world*. New York: Workman Publishing.
- Pritchard, A. (2014). *Ways of Learning: Learning Theories and Learning Styles in the Classroom* (Thrid). New York: Routledge, New York: Routledge.
- Qanwal, S., & Ghani, M. (2019). Relationship Between Introversion/Extroversion Personality Trait and Proficiency in ESL Writing Skills. *International Journal of English Linguistic*, 107-118.
- Rezaee, H. (2023). The Impact of Extroversion and Introversion on Iranian EFL Learners Grammar, *Rsearch gate* 5(3):p179
- Richards, J. C., & Schmidt, R. W. (2002). *Dictionary of language teaching and applied linguistic*. New York: Longman.
- Sahid.S. (2018) Understanding gender differences in students' anxiety in a seminar presentation, *International Journal of Humanities and Innovation (IJHI)* Vol. 1 No. 1, 56-70
- Sutrisno, B., Rasyid, Y., & Rahmat, A. (2018). The effect of cooperative language learning and personality types toward essay writing . *English Review: Journal of English Education*, 6(2), 95-104.
- Zaswita, H., & Ihsan, R. (2020). The Impact of Personality Types on Students' Writing Ability. *Jurnal Pendidikan Indonesia (JPI)* , Vol. 9 No. 1, 76-82.